

What Do You Know? or How Much is that Data in the Window?

A presentation to
the Rowan County Long-Term Care Planning Initiative
Salisbury, NC
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Today's Topics

- ◆ How do we know what we know?
- ◆ 10 Steps in Collecting Data/Information
 - ◆ “Growing Your Own”
- ◆ Applying What You've Learned— the Core Service Evaluation Tools
- ◆ Data Presentation/Community Mapping

How do we know what we know?

Pros and Cons

- ◆ Tradition
- ◆ Authority
- ◆ Anecdotes
- ◆ Observation/Experience
- ◆ Measurement and Experimentation

10 Steps in Collecting Information

1. Agree on the value and purpose of the information.
2. Determine when you want to use the data.
3. Determine exactly what you want to know.
4. Determine who will find the information.
5. Identify possible sources of information.
6. Set limits on how much information you want to collect.
7. Collect the information and data.
8. Identify gaps in your knowledge.
9. Redo the process or collect your own data.
10. Compare data for your community with that of appropriate others (Put it in context.)

Gathering and Using Data #35: ***Finding and Using Public Data*** adapted from Nagy, "Collecting Information about the Problem" in *The Community Toolbox*

1. Agree on the value and purpose of the information

- ◆ What types of information will you need?
 - ◆ How precise does it need to be?
- ◆ Why do you need it?
- ◆ How will you use it?

2. Determine when you want to use the data

3. Determine exactly what you want/need to know (but be a little flexible)

Examples:

- ◆ How many people used a service this year?
- ◆ Is service use growing or declining? By how much? Over how many years?
- ◆ How many people want service and can't get it?
- ◆ Why can't they get it? (e.g. ineligible, short supply)
- ◆ How many more would use service if you had more?

"Measures" on the Core Service Evaluation Tools offer some suggestions of what you may need to know.

4. Determine who will find the information

- ◆ Unbiased
- ◆ Has time released to do it
- ◆ Has some knowledge of interpreting data

5. Identify possible sources of information

- ◆ Appendixes C & D for example

6. Set limits on how much information you want to collect

- ◆ How many years?
- ◆ Do you need age/sex/race breakdowns?
- ◆ Rule out interesting but off-target information

7. Collect the information and data

- ◆ Make computations as necessary

Select Geography

You are here: [Main](#) ▶ [All Data Sets](#) ▶ [Data Sets with Quick Tables](#) ▶ **Geography** ▶ Tables ▶ Results
Census 2000 Summary File 3 (SF 3) - Sample Data, Quick Tables

Choose a selection method

list | name search | address search | map | geo within geo

[Show all geography types](#) | [i Explain Census Geography](#)

Select a [geographic type](#)

..... County

Select a state

North Carolina

Select one or more geographic areas and click 'Add'

Rowan County
Rutherford County
Sampson County
Scotland County
Stanly County
Stokes County
Surry County
Swain County

Map It

Add ▼

Current geography selections:

===== Nation =====
United States
===== State =====
North Carolina
===== County =====
Cabarrus County, North Carolina
Rowan County, North Carolina

Remove

Next ▶

Select Tables

You are here: [Main](#) ▶ [All Data Sets](#) ▶ [Data Sets with Detailed Tables](#) ▶ [Geography](#) ▶ [Tables](#) ▶ Results

Census 2000 Summary File 3 (SF 3) - Sample Data, Detailed Tables

■ Choose a table selection method

by subject by keyword show all tables

■ Enter a keyword and click 'Search'

poverty

Search

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■ Select one or more tables and click 'Add'

P87. Poverty Status in 1999 by Age
P88. Ratio of Income in 1999 to Poverty Level
P89. Poverty Status in 1999 by Age by Household Type
P90. Poverty Status in 1999 of Families by Family Type by Presence and Age of Related Children <18 Years
P91. Aggregate Income Deficit in 1999 (Dollars) for Families by Family Type
P92. Poverty Status in 1999 of Households by Household Type by Age of Householder
P93. Ratio of Income in 1999 to Poverty Level by Household Type
P143. Poverty Status in 1999 of Individuals Not in Families by Imputation of Individuals' Income--Percent of Income Imputed

Abbreviations:

Black - Black or African American

AIAN - American Indian and Alaska Native

NHPI - Native Hawaiian and Other Pacific Islander

[What's this?](#)

Add ▼

Current table selections::


P87. Poverty Status in 1999 by Age

Remove

Show Result ▶

[http://factfinder.census.gov/servlet/DTTable?_bm=y&-context=dt&-ds_name=DEC_2000_SF3_U&-CONTEXT=](#)

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U.S. Census Bureau
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[P87. POVERTY STATUS IN 1999 BY AGE \[17\] - Universe: Population for whom poverty status is determined](#)

Data Set: [Census 2000 Summary File 3 \(SF 3\) - Sample Data](#)

NOTE: Data based on a sample except in P3, P4, H3, and H4. For information on confidentiality protection, sampling error, nonsampling error, and definitions see <http://factfinder.census.gov/home/en/datanotes/expsf3.htm>.

	United States	North Carolina	Cabarrus County, North Carolina	Rowan County, North Carolina
Total:	273,882,232	7,805,328	128,922	126,247
Income in 1999 below poverty level:	33,899,812	958,667	9,108	13,372
Under 5 years	3,412,025	94,630	1,063	1,246
5 years	689,664	18,569	160	349
6 to 11 years	4,148,573	109,489	931	1,510
12 to 17 years	3,496,596	88,365	739	1,382
18 to 64 years	18,865,180	525,366	4,821	6,968
65 to 74 years	1,550,969	55,858	523	809
75 years and over	1,736,805	66,390	871	1,108
Income in 1999 at or above poverty level:	239,982,420	6,846,661	119,814	112,875
Under 5 years	15,314,663	433,722	8,070	7,244
5 years	3,220,298	89,384	1,743	1,239
6 to 11 years	20,439,242	561,839	10,385	9,654
12 to 17 years	20,204,200	536,361	10,252	9,053
18 to 64 years	150,745,243	4,423,475	76,263	70,778
65 to 74 years	16,702,257	474,974	7,456	8,415
75 years and over	13,356,517	326,906	5,645	6,492

U.S. Census Bureau
Census 2000

	A	B	C	D	E	F	G
NOTE: Data based on a sample except in P3, P4, H3, and H4. For information on confidentiality protection, sampling error, nonsampling error, and definitions see http://www.census.gov/popest/data/totals/tables/2000/sr01-01.xls							
					% below Poverty	% below Poverty	% below Poverty
	United States	Cabarrus County	Rowan County	United States	Cabarrus County	Rowan County	
Total:	273,882,232	128,922	126,247				
Income in 1999 below poverty level:	33,899,812	9,108	13,372	12.4	7.1	10.6	
Under 5 years	3,412,025	1,063	1,246	18.2	11.6	14.7	
5 years	689,664	160	349	17.6	8.4	22.0	
6 to 11 years	4,148,573	931	1,510	16.9	8.2	13.5	
12 to 17 years	3,496,596	739	1,382	14.8	6.7	13.2	
18 to 64 years	18,865,180	4,821	6,968	11.1	5.9	9.0	
65 to 74 years	1,550,969	523	809	8.5	6.6	8.8	
75 years and over	1,736,805	871	1,108	11.5	13.4	14.6	
Income in 1999 at or above poverty level:	239,982,420	119,814	112,875				
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75 years and over	13,356,517	5,645	6,492				
U.S. Census Bureau Census 2000							
	% below Poverty	% below Poverty	% below Poverty				
Grouped ages	United States	Cabarrus County	Rowan County				
Under 18	16.6	8.7	14.2				
18-64	11.1	5.9	9.0				
65+	9.9	9.6	11.4				

8. Identify gaps in your knowledge.

- ◆ Assess the quality of your data
 - ◆ Potential sources of bias
 - ◆ Was their question the same as your question? *(see next slide)*
 - ◆ Is there more than one way to interpret findings?
- ◆ Do you know enough for your purpose?

Question on Disability from the Census

Does this person have any of the following long-lasting conditions: Yes No

- a. Blindness, deafness, or a severe vision or hearing impairment?
- b. A condition that substantially limits one or more basic physical activities such as walking, climbing stairs, reaching, lifting, or carrying?

9. Redo the process or *collect your own data*

◆ Surveys (pros and cons)

◆ Self-administered

- mail
- newsletter
- Internet

◆ Interview

- phone
- face-to-face

Collect your own data (continued)

- ◆ Samples
 - ◆ Convenience vs. Random
- ◆ How to select a random sample
 - ◆ Systematic sample from a random start

Collect your own data (continued)

- ◆ Designing Survey Questions
 - ◆ Be clear/unambiguous—short is helpful
 - ◆ Avoid double-barreled questions
 - ◆ Make response choices mutually exclusive
 - ◆ Make response choices exhaustive
 - ◆ Be sure questions are relevant/respondents competent to answer
 - ◆ Avoid biased terms and leading questions
- ◆ Open-ended vs. forced choice

Collect your own data (continued)

- ◆ Group opinion collection
 - ◆ Pros and Cons
 - ◆ Town Meetings and Listening Sessions
 - ◆ Focus Groups and Group Interviews

Collect your own data (continued)

- ◆ In 90-minute focus group use 5-10 questions
 - ◆ Opening question—quick and easy to answer
 - ◆ Introductory—begins topic in general way
 - ◆ Transition—logical link between intro and key
 - ◆ 1 or 2 key questions (allow 10 to 20 min. for each)
 - Of any services you have received, which one has helped you the most? Why is that? What difference has it made?
 - If you could receive one, and only one, additional service to help you care for your disabled parent, what would that be? Why is that? What difference would it make for you?
 - Have you ever felt frustrated when trying to get services for your spouse? Tell me about that situation? Why was it so frustrating? What finally happened?
 - ◆ Ending—factual and emotional closure

10. Compare data for your community with that of appropriate others (Put it in context)

- ◆ Planning and implementation for this has to happen throughout the process
- ◆ Comparison very relevant, but should the comparison be the standard?

Applying What You've Learned

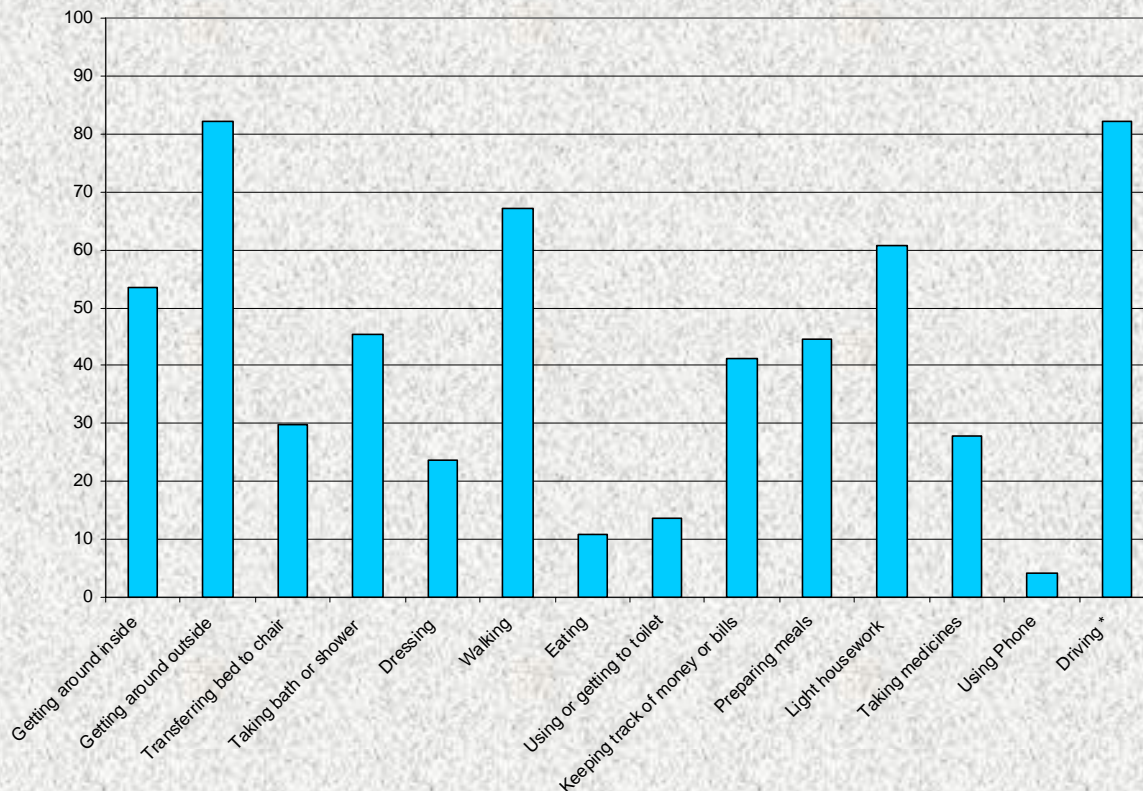
The Core Service Evaluation Tools: **Transportation**

Presenting/Understanding Your Data

◆ Graphs or Charts vs. Tables

◆ Detail vs. Big Picture

Percent of HDM clients with difficulty performing tasks, NC 2004

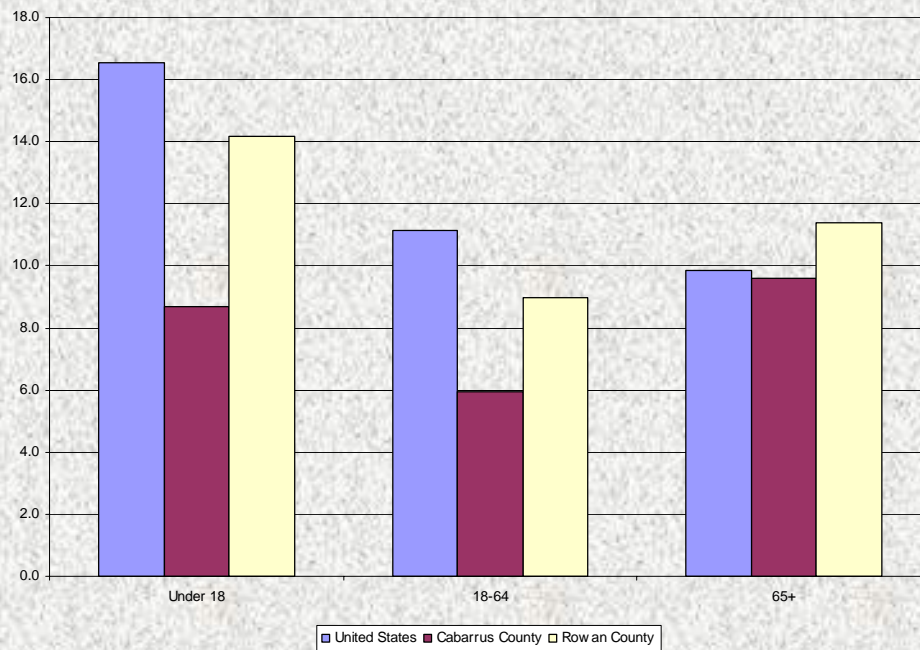


Getting around inside	53.5
Getting around outside	82.3
Transferring bed to chair	29.8
Taking bath or shower	45.4
Dressing	23.7
Walking	67.1
Eating	10.8
Using or getting to toilet	13.6
Keeping track of money or bills	41.3
Preparing meals	44.6
Light housework	60.8
Taking medicines	27.9
Using Phone	4.1
Driving *	82.2

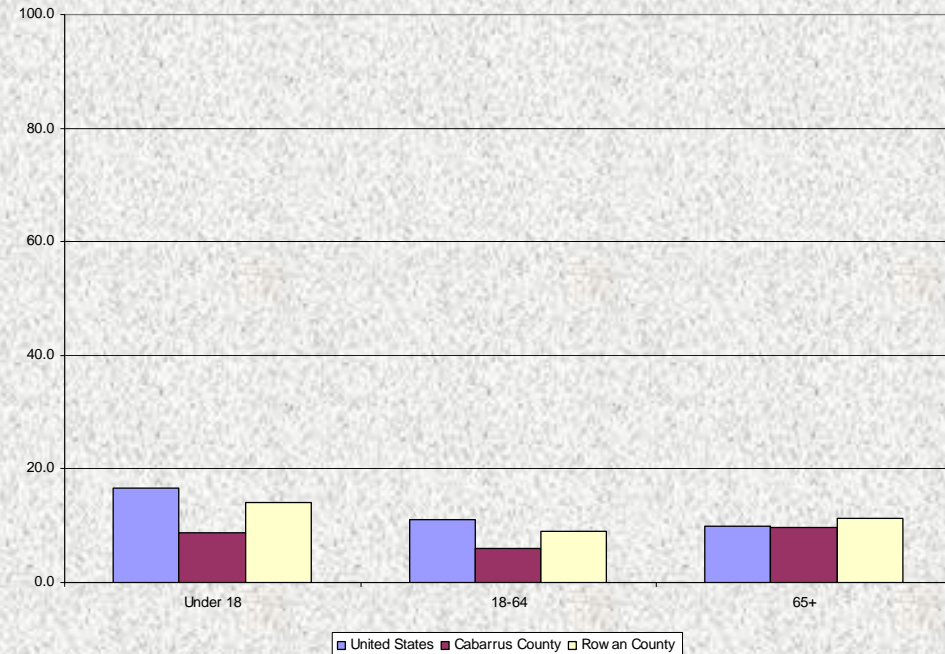
Presenting/Understanding Your Data

- ◆ Avoid bias in your presentation
 - ◆ Same scale for comparisons

Poverty by Age Group 1999 (2000)



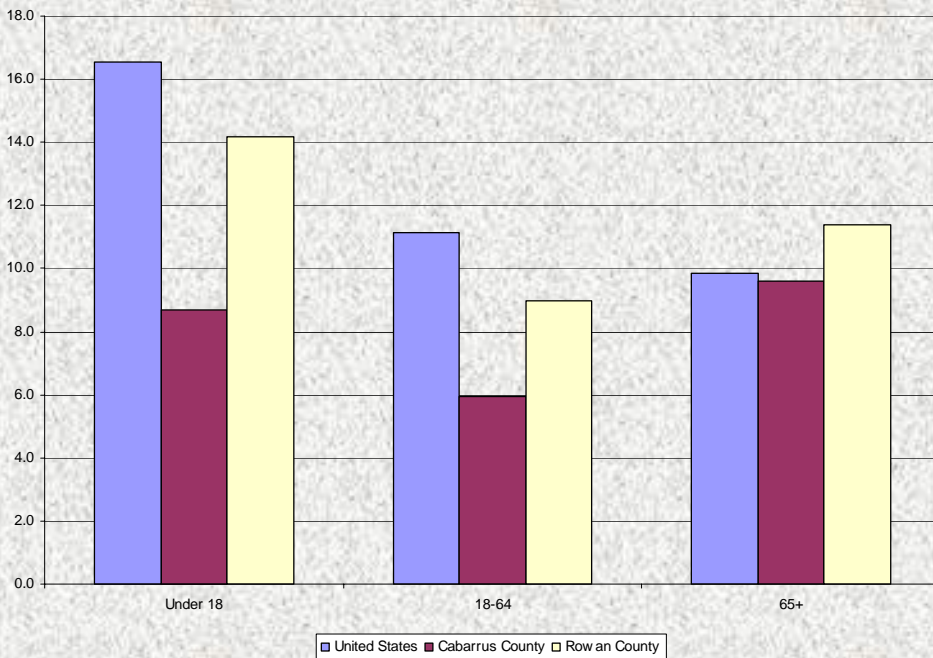
Poverty by Age Group 1999 (2000)



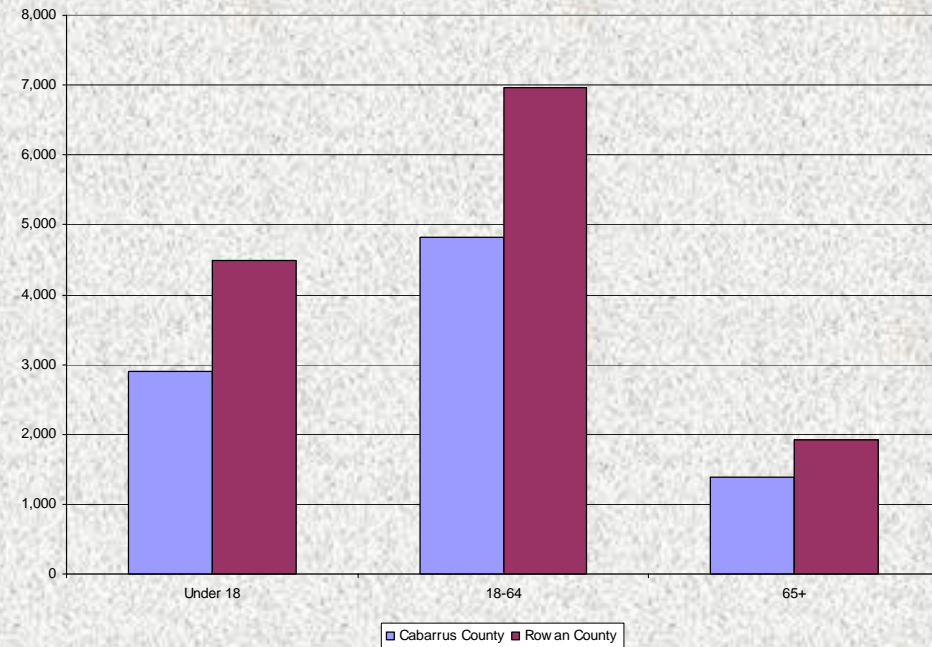
Presenting/Understanding Your Data

◆ Percentages vs. numbers

Percent in Poverty



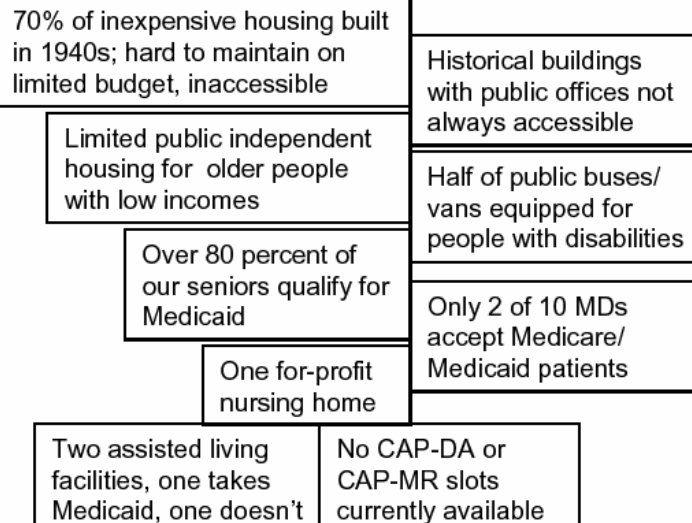
Number in Poverty



Community Mapping

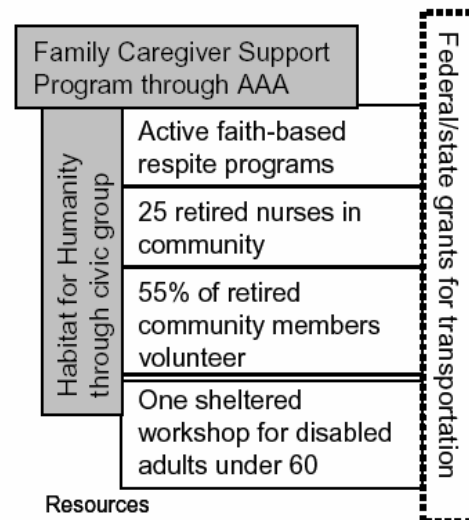
◆ “Mapping” needs and assets

Sample Community Needs Map (abbreviated)



Based on McKnight and Kretzmann 1996.

Sample Community Assets Map (abbreviated)



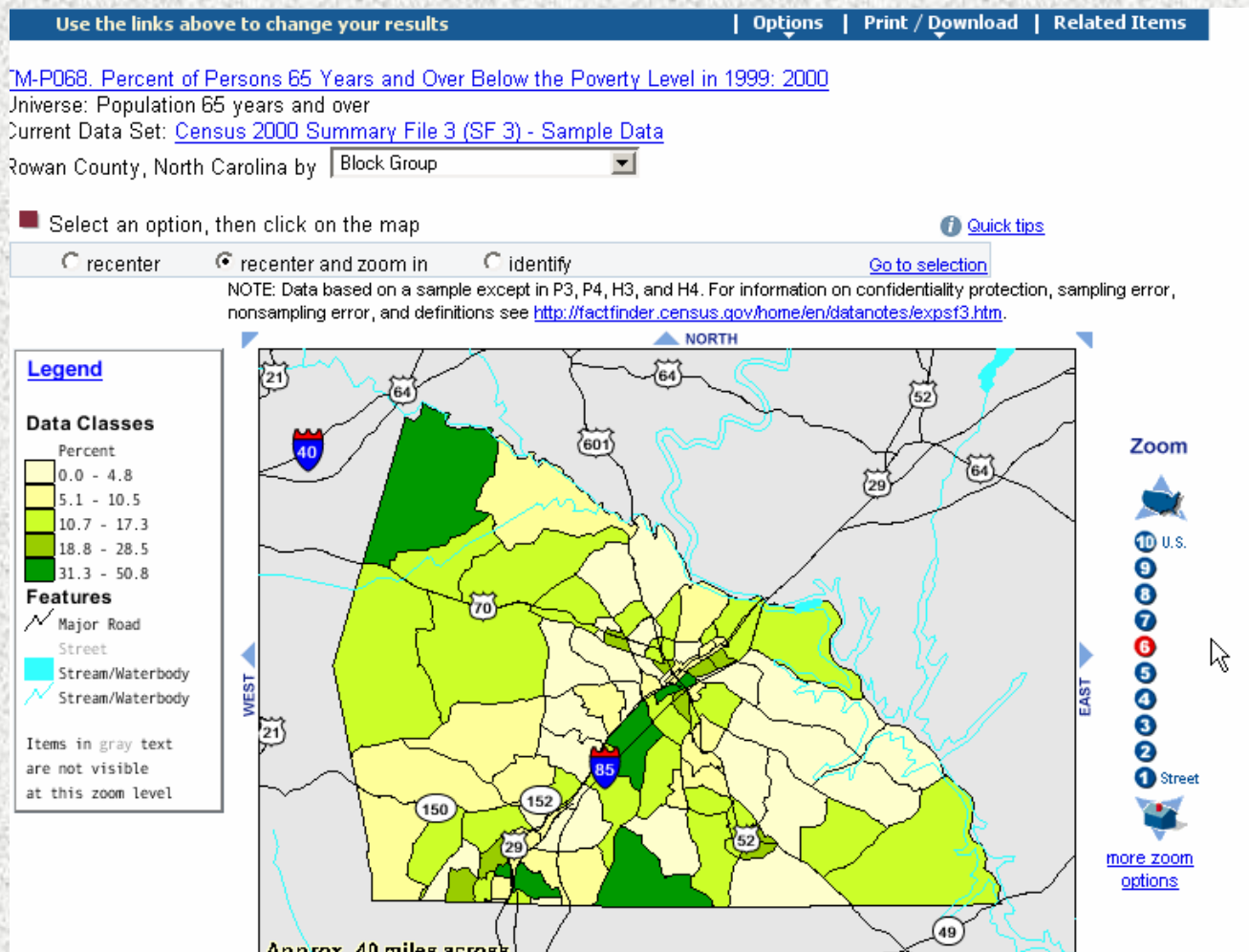
Resources

- Community control
- In community, external control
- Out of community, external control

Based on McKnight and Kretzmann 1996.

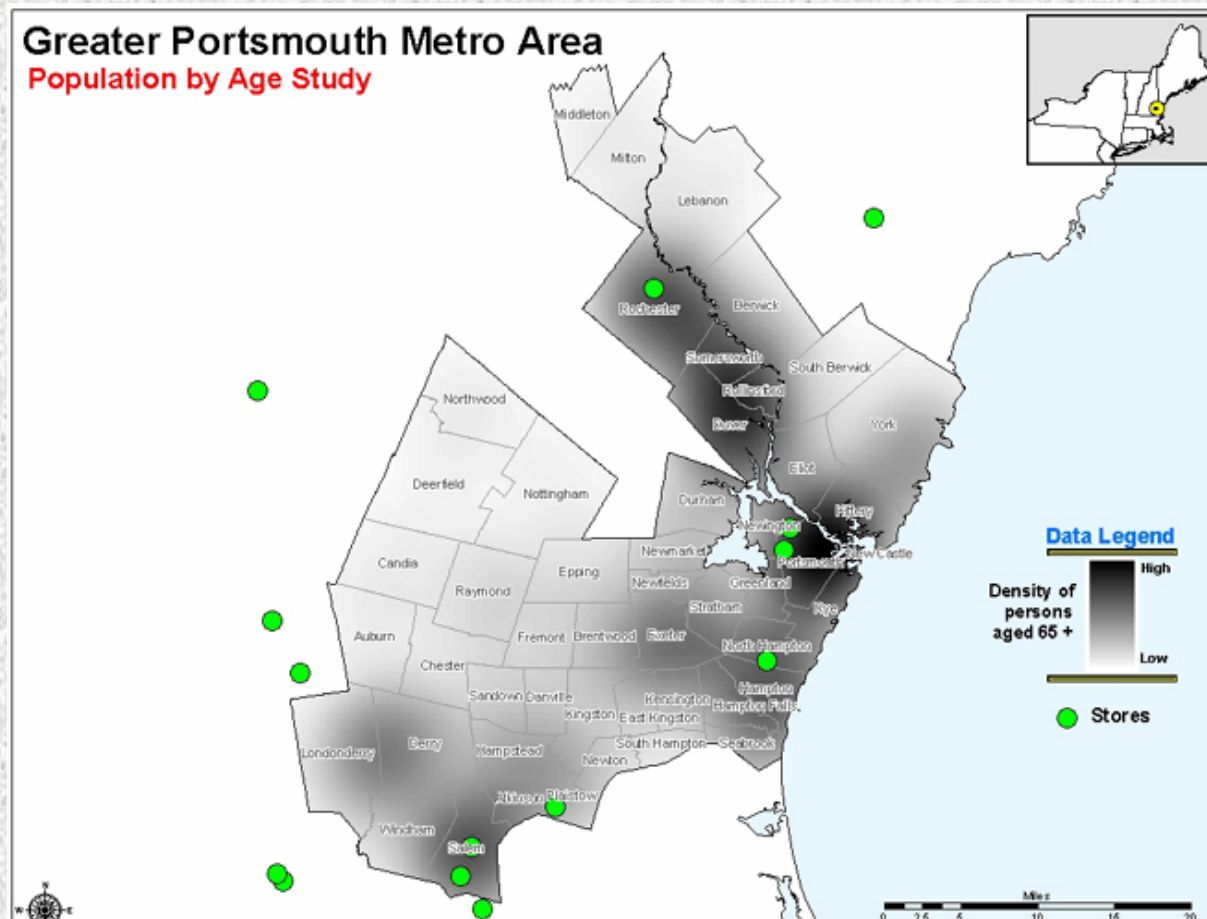
Community Mapping

◆ Thematic mapping (automated or by hand)



Community Mapping

◆ GIS mapping



Not Your Last Chance

- ◆ Questions?
- ◆ Contact information
 - ◆ Mary Anne P. Salmon
 - ◆ 919-962-4362
 - ◆ masalmon@email.unc.edu